**Mind Map Activity**

Before beginning your PBL instructional unit, you will first consider what you have learned about PBL. Design a mind map using an online tool to synthesize the content from the Ertmer and Simons reading and from the Ertmer videos. Refer to the **Tech Resources** page under **Course Home** for free mind-mapping software. You may include the following categories or create your own way of organizing what you have learned about PBL.

* Strengths of PBL
* Obstacles in Implementing PBL
* Process Strategies
* Technology Support
* Teacher Role
* Student Engagement
* Collaboration

Post your mind map to the **Dropbox** by **11:59 p.m.** on **Day 7** of **Week 2**. You have two options: (a) Save your mind map on the website you choose so you can continue to update it throughout the course, or (b) save your mind map as a .jpg. Post either the URL for your mind map or the .jpg file to the **Dropbox**.

Save the assignment as **Mindmap+last name+your first initial**. For example, Sally Ride’s assignment filename would be "MindmapRideS". Click on the Dropbox tab, choose **Module 1: Assignments**, and then add your assignment as an attachment.

**PBL Instructional Unit: Project Overview**

During this course, you will explore strategies for effectively integrating technology into your content-area instruction using problem-based instruction. You will examine additional advantages of using technology, including how it can help you develop and implement instruction and assessments that meet students’ diverse learning needs.

**Module 1:**

Identify an authentic problem to serve as the focus of your instructional unit, and post it on the page of your wiki titled **Home**.

Form a learning community of three or four students to review and provide feedback to one another’s work. Send an e-mail to your Instructor sharing the members of your group.  Once your learning community has been approved by your Instructor, invite each member to join your wiki using the management tool in your wiki.

**Module 2:**

Add the Logistics and Goals of your GAME plan to the **Home** page of your wiki. Visit the wikis of your learning community to provide insight and feedback to their Logistics and Goals.

Add an outline of your teaching unit to the **Outline** page of your wiki. Include possible ideas for (a) how you will introduce your problem, (b) possible activities students need to complete to be able to do their project, and (c) possible projects to demonstrate the collaborative group’s final product.

Visit the wikis of your learning community to provide insight and feedback on their initial unit outline.

**Module 3:**

Describe your collaborative groups on the **Collaboration** page of your wiki, sharing your criteria for assigning members to groups, the number of members of each group, and the digital tools and websites your students might use for collaboration in your unit.

Begin writing your lesson plan to introduce the authentic problem to the class, including a graphic organizer your learners will use during your presentation. Use the Lesson Plan Template (see p. 130 in Chapter 5) and paste it into your wiki for Lesson A.

Begin writing the lesson plan for the activities your learners will participate in prior to the assessment project. Use the Lesson Plan Template and paste it into your wiki for Lesson B. (**Note:** A lesson plan may take more than 1 day to implement.)

Begin writing the lesson plan for the authentic project each collaborative group will create to demonstrate that they have come to a resolution about the problem being analyzed. Use the Lesson Plan Template and paste it into your wiki for Lesson C. (**Note:** A lesson plan may take more than 1 day to implement.)

**Module 4:**

Create your assessment rubric for the final product students will create. Include your assessment of the following:

* Content Knowledge
* Self-Direction
* Creative Thinking
* Technology Skills
* Collaboration

**Module 5:**

Assess your unit for its relevance to diverse learners. Have you considered appropriate activities for all of your learners? What diversities do you have in your classroom? On the page of your wiki titled **Diversity**, identify the diversities you have in your classroom, with a brief explanation of how you have adapted your PBL instructional unit to accommodate these learners.

* Students with disabilities?
* Second-language learners?
* Different learning styles (visual, auditory, kinesthetic)?
* Different intelligences (Gardner’s multiple intelligences)?
* Students without access to technology in the home?
* Gifted students?

Your unit is due on Sunday of Week 10.

**Module 6:**

Review the final unit of your collaborative group and provide constructive feedback to them using the Discussion forum in the wiki.

Review the feedback you received on your unit and respond to the person giving it to you. Add possible considerations for modifications to your GAME plan on each lesson plan under Evaluation.

**PBL Instructional Unit: Problem Selection**

As you explore the power of PBL, select an authentic problem that you could use as a focus for your instructional unit. In the first part of the Ertmer video on PBL that you viewed, Dr. Ertmer provided strategies for selecting problems that meet content standards and that are authentic.

Post your problem in the **Class Café** so others can see your interest. As a subject line, post the content area and grade level you want to work with (e.g., social studies, eighth grade). This will help you find others with similar interests or grade levels to join with in your learning community. Post your problem on the **Home** page of your wiki. You will continue to refine your problem in Module 2.

Please post your problem in the **Class Café** by **11:59 p.m.** on **Day 7** of **Week 2**.

Post the link to your wiki in the Dropbox by **11:59 p.m.** on **Day 7** of **Week 2** to notify your Instructor that your entry is completed. Click on the **Dropbox** tab, choose **Module 1: Project Assignment**, and then add your assignment as an attachment.